

Caughman Road Elementary

7725 Caughman Road
Columbia, S. C. 29209

Grades	K-5 Elementary School	
Enrollment	578 Students	
Principal	Jane Wyatt	803-783-5534
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Dr. Jasper Salmond	803-231-7556

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	32	66	10	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

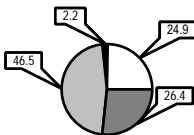
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.2%

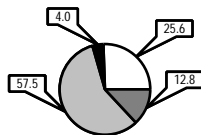
PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

English/Language Arts

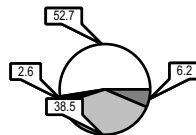


Mathematics

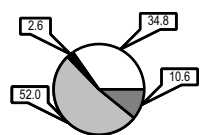
Our School



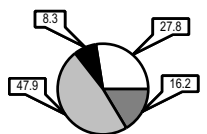
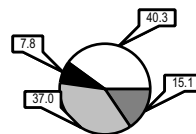
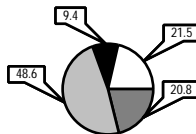
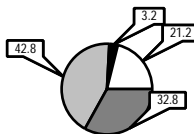
Science



Social Studies



Elementary Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	291	99.7	24.6	46.7	26.5	2.2	39.7	Yes	Yes
Gender									
Male	134	100.0	31.0	50.0	18.3	0.8	30.2		
Female	157	99.4	19.2	43.8	33.6	3.4	47.9		
Racial/Ethnic Group									
White	37	100.0	23.5	32.4	41.2	2.9	50.0	I/S	I/S
African American	237	100.0	25.9	48.2	24.1	1.8	38.4	Yes	Yes
Asian/Pacific Islander	1	0.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	0.0	60.0	30.0	10.0	40.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	254	99.6	20.6	48.3	28.6	2.5	44.5		
Disabled	37	100.0	52.9	35.3	11.8	0.0	5.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	291	99.7	24.6	46.7	26.5	2.2	39.7		
English Proficiency									
Limited English Proficient	14	100.0	7.7	53.8	30.8	7.7	46.2	I/S	I/S
Non-Limited English Proficient	277	99.6	25.5	46.3	26.3	1.9	39.4		
Socio-Economic Status									
Subsidized meals	166	99.4	31.3	46.7	21.3	0.7	36.7	Yes	Yes
Full-pay meals	125	100.0	16.4	46.7	32.8	4.1	43.4		

Mathematics – State Performance Objective = 36.7%									
All Students	291	99.7	25.4	57.7	12.9	4.0	34.6	Yes	Yes
Gender									
Male	134	100.0	24.6	57.1	14.3	4.0	34.9		
Female	157	99.4	26.0	58.2	11.6	4.1	34.2		
Racial/Ethnic Group									
White	37	100.0	11.8	52.9	26.5	8.8	58.8	I/S	I/S
African American	237	100.0	26.8	59.8	10.3	3.1	31.3	Yes	Yes
Asian/Pacific Islander	1	0.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	30.0	30.0	30.0	10.0	40.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	254	99.6	20.6	60.1	14.7	4.6	37.4		
Disabled	37	100.0	58.8	41.2	0.0	0.0	14.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	291	99.7	25.4	57.7	12.9	4.0	34.6		
English Proficiency									
Limited English Proficient	14	100.0	23.1	46.2	23.1	7.7	30.8	I/S	I/S
Non-Limited English Proficient	277	99.6	25.5	58.3	12.4	3.9	34.7		
Socio-Economic Status									
Subsidized meals	166	99.4	28.0	62.0	9.3	0.7	26.7	Yes	Yes
Full-pay meals	125	100.0	22.1	52.5	17.2	8.2	44.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	291	99.0	52.4	38.7	6.3	2.6	8.9
Gender							
Male	134	99.3	51.6	39.7	7.1	1.6	8.7
Female	157	98.7	53.1	37.9	5.5	3.4	9.0
Racial/Ethnic Group							
White	37	97.3	23.5	55.9	17.6	2.9	20.6
African American	237	99.6	58.7	34.1	4.5	2.7	7.2
Asian/Pacific Islander	1	0.0	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	20.0	70.0	10.0	0.0	10.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	254	98.8	48.1	42.2	6.8	3.0	9.7
Disabled	37	100.0	82.4	14.7	2.9	0.0	2.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	291	99.0	52.4	38.7	6.3	2.6	8.9
English Proficiency							
Limited English Proficient	14	100.0	23.1	69.2	7.7	0.0	7.7
Non-Limited English Proficient	277	98.9	53.9	37.2	6.2	2.7	8.9
Socio-Economic Status							
Subsidized meals	166	99.4	58.0	36.7	5.3	0.0	5.3
Full-pay meals	125	98.4	45.5	41.3	7.4	5.8	13.2

Social Studies							
All Students	291	99.0	34.1	52.6	10.7	2.6	13.3
Gender							
Male	134	100.0	40.5	48.4	7.9	3.2	11.1
Female	157	98.1	28.5	56.3	13.2	2.1	15.3
Racial/Ethnic Group							
White	37	100.0	20.6	55.9	20.6	2.9	23.5
African American	237	99.2	36.0	52.3	9.0	2.7	11.7
Asian/Pacific Islander	1	0.0	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	30.0	50.0	20.0	0.0	20.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	254	98.8	28.8	56.4	11.9	3.0	14.8
Disabled	37	100.0	70.6	26.5	2.9	0.0	2.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	291	99.0	34.1	52.6	10.7	2.6	13.3
English Proficiency							
Limited English Proficient	14	100.0	30.8	53.8	15.4	0.0	15.4
Non-Limited English Proficient	277	98.9	34.2	52.5	10.5	2.7	13.2
Socio-Economic Status							
Subsidized meals	166	98.8	42.3	53.0	4.0	0.7	4.7
Full-pay meals	125	99.2	24.0	52.1	19.0	5.0	24.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	101	98.0	14.6	34.4	42.7	8.3	51.0
	4	116	99.1	26.0	43.3	29.8	1.0	30.8
	5	91	98.9	31.0	50.6	17.2	1.1	18.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	88	98.9	11.9	36.9	45.2	6.0	51.2
	4	97	100.0	29.5	48.9	20.5	1.1	21.6
	5	106	100.0	29.6	54.1	16.3	0.0	16.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	101	100.0	26.5	57.1	13.3	3.1	16.3
	4	116	100.0	21.9	58.1	13.3	6.7	20.0
	5	91	100.0	36.4	44.3	11.4	8.0	19.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	88	98.9	19.0	63.1	15.5	2.4	17.9
	4	97	100.0	29.5	50.0	14.8	5.7	20.5
	5	106	100.0	25.5	61.2	9.2	4.1	13.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	88	98.9	45.2	47.6	6.0	1.2	7.1
	4	97	97.9	51.7	39.1	6.9	2.3	9.2
	5	106	100.0	58.2	31.6	6.1	4.1	10.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	88	98.9	22.6	64.3	13.1	0.0	13.1
	4	97	99.0	32.2	55.2	11.5	1.1	12.6
	5	106	99.1	44.3	41.2	8.2	6.2	14.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 578)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.4%	Up from 2.6%	3.7%	3.0%
Attendance rate	96.3%	Up from 95.6%	96.2%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.5%	Down from 8.2%	3.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.5%	Down from 7.5%	3.3%	3.2%
Eligible for gifted and talented	9.3%	Up from 8.7%	11.0%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.5%	Down from 7.0%	9.0%	8.2%
Older than usual for grade	1.2%	Up from 0.7%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 49)				
Teachers with advanced degrees	44.9%	Down from 48.9%	51.9%	52.6%
Continuing contract teachers	79.6%	Up from 73.3%	84.0%	83.3%
Highly qualified teachers	90.2%	Up from 87.5%	94.4%	93.5%
Teachers with emergency or provisional certificates	4.9%	Up from 2.8%	0.0%	0.0%
Teachers returning from previous year	90.9%	Up from 87.8%	86.7%	87.0%
Teacher attendance rate	93.2%	Down from 94.8%	94.8%	95.0%
Average teacher salary	\$42,454	Up 7.0%	\$41,404	\$41,703
Prof. development days/teacher	15.2 days	Up from 13.8 days	13.1 days	12.8 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 18.3 to 1	18.4 to 1	18.8 to 1
Prime instructional time	88.6%	Down from 89.8%	89.2%	89.8%
Dollars spent per pupil*	\$5,920	Up 2.7%	\$6,022	\$6,242
Percent of expenditures for teacher salaries*	75.1%	Down from 76.1%	64.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 90.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Caughman Road Elementary School has made steady increases in the number of students scoring Basic and Above on the Palmetto Achievement Challenge Test (PACT). The staff is implementing "best practice" strategies to provide daily instruction and academic assistance for all students. Individual students are being targeted with strategic interventions, focusing upon areas of weaknesses to improve their academic performance. The students in grades 1-5 are engaged in Accelerated Math and Accelerated Reader programs to strengthen language arts and math skills. Individual and small-group tutoring is provided after school for students on academic assistance plans to give them the extra support they need to boost their PACT scores.

Caughman Road was awarded an E2T2 technology grant for the amount of \$100,000. The grant provided a technology coach, who spent this year working with the students and staff in grades 3-5 to assist in providing technology instruction, as well as instructional support and equipment for each participating classroom. All students in the school utilize a 25-station computer lab. The school's Web site at www.richlandone.org/caughman is used to provide excellent opportunities for the students to increase their technological skills through Web Writer, Math Mountain and links to numerous educational sites. Using their technological skills, the students operate a daily, televised morning news show. The students also publish a school newsletter that received a national first-place award for excellence, and for the second year in a row, the school literary magazine was awarded first place with special merit in the American Scholastic Press Association's national competition.

Character development and exposure to a variety of careers are integrated within all subjects, as well as provided by the guidance counselor through classroom guidance activities, Career Day and DARE activities. Numerous Parent University Nights provided parents with opportunities to share information on ways they can support and assist the students at home.

A new district initiative for providing a Montessori Program option for all Richland One parents was piloted at Caughman Road this year. This school-within-a-school model began with two primary classes of three-, four- and five-year-olds. The program will add an additional grade level yearly until all grades (Primary through Elementary) are included in the model.

Jane H. Wyatt, Ed.S. Principal
Karen Roach, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	50	99	77
Percent satisfied with learning environment	79.6%	67.9%	68.4%
Percent satisfied with social and physical environment	69.4%	69.2%	67.1%
Percent satisfied with school-home relations	56.0%	78.9%	60.0%

*Only students at the highest elementary school grade level at this school and their parents were included.